

Differentiated Instruction Through Flexible Grouping in EFL Classroom

Yi-Fang Liu^{*}

Abstract

This thesis presents an overview of differentiating instruction through flexible grouping in EFL classrooms and also an overview of the role of EFL teachers in differentiated classrooms. The methodological questions and answers through the review of the literature will enable EFL teachers to recognize how well flexible instructional groupings work in the classrooms. More significantly, teachers should start differentiating instruction from getting to know better of their students' interests, learning styles, readiness and talents. Additionally, Bloom's taxonomy and Gardner's multiple intelligences are suggested formulas for tiered activities to frame the curriculum. Moreover, the appendixes in this thesis provide clear and comprehensible graphic organizers for better understandings while managing differentiated instruction in the curriculum. Consequently, EFL teachers who want to take the chance and challenge to energize themselves will increase the likelihood of providing success for ELLs with diverse English proficiency.

Key words: Differentiated Instruction, Flexible Grouping, EFL, ELL

^{*} Supportive Teacher in Taitung County Government Education Department ; Graduate Student in the University of Bridgeport (CT, USA)

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Introduction

Differentiated instruction is a philosophy about teaching and learning that focuses on designing instruction in ways that enable all students to be successful. Evidence supports the effectiveness of differentiated instruction, such as readiness, whereby it deals with the skills and abilities that children have and what the school can do to meet the needs of individual children. This is grounded in the work of Lev Vygotsky (1978), in his Zone of Proximal Development (ZPD) namely, the process for developmental learning to take place. Classroom research by Fisher et al. (1980) strongly supports ZPD. That is to say, in classrooms where individuals were performing at a level of about 80% accuracy, students learned more and felt better about themselves as well as the subject area under study (Fisher, 1980 in Tomlinson, 2000). Tomlinson reports individual cases in which the full model of differentiation was very promising. Teachers who use differentiation have written about strategies and improvements in their classroom.

The US NAEP (the National Assessment of Education Progress) report states that the reading skills of fourth grades for the year 2000 reveals that only 32% of the fourth graders read at proficient or expected levels. Similar data documents the achievement gap between white students and students of color on all subtests of the NAEP, nationally, and on a state-by-state basis (The Education Trust, 2003). It raises serious questions about the efficacy of current educational practice to enhance educational achievement among the bottom 68% of students in the United States. Some of the primary schools tried to use the principles of differentiated instruction in

their curriculums to improve the reading skills and literacy. Taking *Reading First School in Florida* for example, during the year 2003-2005, it provides reading alternative lesson structures of small-group, differentiated instruction to students in grades K-3. Those student performances after taking the reading alternative lesson show that the percentage of students who meet grade level expectations in oral language vocabulary actually increases by the end of kindergarten (39%) to the end of third grade (47%).

Similar situations happened on EFL learners in Taiwan based on my own teaching experiences. For example, elementary school students come to school with different English abilities; some of them are sent to evening cram school to learn English by their parents while some parents even can not afford the school fees. This creates the achievement gap between students with different backgrounds.

However, it is my intention to embrace the most effective instructional strategies that will positively enhance every student's achievement. From my perspective, using differentiated instruction through flexible grouping is the most helpful strategy for teachers to arrange curriculum, and put theory in practice in order to meet EFL students' needs in English language learning in Taiwan.

Methodology

Differentiated instruction through flexible grouping helps the EFL students who have different levels of reading difficulties and different stages of development in the elementary grades in Taiwan. The aim of the thesis is to understand the possibilities of success in using alternative lesson structures in teaching EFL students in Taiwan.

In this thesis, I plan to use relevant articles from newspapers, magazines, journals, and online database together with the pertinent books as my recourses to answer the following questions:

- 1.What are the rationale and definition of differentiated instruction and flexible grouping?
- 2.How is differentiated instruction implemented with flexible grouping?
- 3.How can teachers manage curriculum with differentiated instruction through flexible grouping?
- 4.How can differentiated instruction through flexible grouping be used in EFL classrooms?

Review of the Literature

What is the rationale of differentiated instruction?

Differentiated instruction comes from the idea of “one size doesn’t fit all” which means that each kid is similar to all others and at the same time different from all others. All students have individual preferences, backgrounds, and needs. Therefore, to meet their needs, the instruction needs to be differentiated. Before we engage our students in instruction, it is important to be aware of learners’ diversity in the classroom. Gardner’s theory of multiple intelligences (MI) helps teachers to find out the preference and discover different learning styles of each student. Moreover, socioeconomics and family background, readiness, gender, culture and ethnics are all affected factors for students’ diversity (Heacox, 2002). According to Tomlinson (1999), differentiated instruction is a teacher’s response to learner’s need which is guided by general principles of facilitating a classroom in which attention to individuals is effective. She indicates three elements of curriculum that can be differentiated: “Content,” “Process,” and “Products” based on students’ readiness for particular topic, personal interests and learning profiles (See Appendix I).

- “Content” refers to what teachers want students to learn, including material concepts, principles, and skills that need to be required. “Content” also refers to

the methods teacher use to give students access to succeed in meaningful learning in language, such as texts, lectures, demonstrations, field trip and “ organizers that distill information and make it more accessible” (Willis & Mann, 2000, p. 2).

- “Process” refers to activities designed to help students make sense of essential ideas and skills being taught. Tomlinson advises teachers to provide some students with more complexity and scaffolding based on their readiness level.
- “Product” refers to various options through which students demonstrate and extend what they have learned. Tomlinson suggests that “a well-designed student product allows varied means of expression, alternative procedures, and provides varying degrees of difficulty, types of evaluation and scoring.”

What is the definition of flexible grouping?

Flexible instructional grouping is a critical management strategy in a differentiated classroom (Heacox, 2002, p. 85). It acknowledges that all grouping patterns—large groups, small groups, teams, partners, and individuals—have value because they all offer the learner slightly different experiences with different outcomes (Ford, 2005, p. 1). Flexible grouping was defined by Radencich and McKay (1995) as “grouping that is not static, where members of the reading group change frequently” (p. 11). For example, students may work in pairs, in a small cooperative or teacher-led group, or with the whole class based on students’ interests or needs. Typically, flexible grouping may revolve around a core grade-level selection read by an entire class or around an individual trade-book program. Teachers attempting flexible grouping recognize that reading achievement is a function not only of the text but also of the conditions that surround the learning situation (Radencich & McKay, 1995).

Radencich and McKay (1995) remind us that when teachers plan for flexible grouping, they consider the strengths and weaknesses of each grouping approach and then put them together to allow the teacher to best meet the needs of the classroom.

The groups are formed and dissolved as needs change to allow for maximum flexibility, avoiding the static nature of the grouping patterns of the past. Moreover, Ford (2005) suggests that “while it often is possible to form and reform groups during a single lesson on any one day of instruction, it is more important for teachers to look at their classroom program over time” (p. 1). In time, teachers tend to observe that successful accomplishments in terms of reading result from diverse grouping arrangements (See Appendix II). Even in a class of students grouped by aptitude or performance, Heacox (2002) states, “you can still use flexible grouping techniques to good advantage. You will have a narrower range of abilities and learning differences than a heterogeneous class, but you will still see variation in learning pace, preferences, and interests that are best addressed by flexible grouping”(p. 86).

How is differentiated instruction implemented with flexible grouping?

In essence, “flexible grouping” implies that finding the right size is precisely necessary to meet specific needs. In order to respond to the need for a sense of community in the differentiated classroom, teachers have to consider the feelings of students before forming flexible groups. This makes differentiation less noticeable for students without hurting their feelings or resentment. Heacox (2002) points out that “the key to making differentiation invisible is varying your instructional strategies” (p. 88). For example, if a student is usually placed in a reteaching group but knows a lot about pop music, the teacher might place him/her in a cooperative group with students of varying academic abilities for a project on musical genres. If another student struggles with language but is a talented artist, the teacher might group him/her with other artistic students for a particular project. Consequently, it makes teachers successful to differentiate their instruction when they make it a point to get to know their students’ strengths, preferences and interests. On the other hand, a supportive classroom is also critical to the success in differentiating instruction. Tomlinson (1999) indicates that “A healthy classroom environment feels a lot like experiences from the joy of life, while a teacher continues to explore for wonderful

finds from students” (p. 35).

“By remembering to use each component of TAPS (total, alone, partner, small group) in planning, the individual social needs have a greater chance of being met. These grouping methods can be used where they fit in the classroom. Some students can work well in all of these ways, but every learner has preferences” (Goleman, 1995 in Gregory & Chapman, 2007, p. 84). According to Gregory and Chapman (2007), flexible groups have six elements as follows:

- “Ample space to work.
- Clear directions and procedures.
- Rules and guidelines established.
- Individual roles assigned for group responsibilities.
- A time frame assigned for one-task work.
- To tap into all members’ strengths” (p. 84).

Some students learn best while working alone; some work better when grouped with others. This provides students options designed to tap into different readiness levels, interests, talents, and learning styles. Therefore, “... quality pre-assessment helps decide which type of grouping will be the most effective for that particular part of the learning. Flexible grouping is in constant use and is forever changing in planning differentiated instruction” (Gregory & Chapman, 2007, p. 84).

Even teachers who have accomplished flexible grouping for some time, and whose students are used to this way of teaching, can still be caught by unforeseen circumstances. Here are some pivotal ways to group students to better meet their needs.

- **“Interest grouping”**: If students are interested in a topic or subjects, the desire and

emotions involved engage them. By addressing what students are interested in, teachers have a link for the new learning. The desire to learn more is there. In this way, learning becomes easier for students, and attention spans are longer for content in the process of learning (Gregory & Chapman, 2007).

➤ **“Peer-to-peer tutoring”**: Having students assist each other with specific needs is a way to give them responsibility for understanding what they know and how they can use the information. Besides, the student who is tutoring is gaining from this experience. The same result comes to the learner because it is individualized instruction that is tailored to a personal need. Sometimes students’ ways of explaining information may be easier for peers to understand (Gregory & Chapman, 2007). “Automatically happens through repetitive practice, and actions become hardwired in procedural memory in the cerebellum. This is the expert. It is a high-level thinking process in both the capable student and the novice” (Gregory & Chapman, 2007, p. 86).

➤ **“Cooperative learning”**: “Productive and flexible partner and group work are essential in a differentiated classroom...Students learn social skills as well as cognitive skills and most often use higher levels of thinking as they discuss and clarify information” (Gregory & Chapman, 2007, p. 86). While cooperative learning takes place, both individual and group accountability are built from a learning experience. Experts in cooperative learning strongly recommend that groups should be structured heterogeneously. For heterogeneous grouping that occur randomly, try to use the grid called “Stick Picks” (See Appendix III), based on an idea shared by Brenner (Gregory & Chapman, 2007).

Throughout one’s whole life time, students will need to work alone and at times with others. They need experiences in all group types to become more effective citizens with communicative competence in the future. Teachers choose the type of group that is suitable for the given task, needs of the students, and target standards. Additionally, many teachers find that forming flexible groups with another teacher

and class solves many management problems (Heacox, 2002).

How can teachers manage curriculum with differentiated instruction through flexible grouping?

With the understanding of differentiated instruction through flexible grouping, two familiar educational models, Bloom's taxonomy (1956) and Gardner's multiple intelligences (1983), are extremely important components and aspects for creating differentiated and instructional plans. Bloom (1956) provides teachers valuable and time-tested model for examining and differentiating the challenge level of activities. The six levels of thinking which are "knowledge, comprehension, application, analysis, evaluation and synthesis" can help teachers design "tiered activities" which are categorized by students' different levels of challenge and complexity. On the other hand, Gardner's theory of multiple intelligences can facilitate more crucial information for teachers to better understand each student's strength and learning preference (Heacox, 2002). Bloom's different ways of thinking and learning which are reflected in Gardner's theory offers a framework of instructional model for differentiation. Furthermore, Lorin Anderson (2001), a former student of Bloom's, updates the taxonomy with quite significant changes which also provides an even more powerful tool to fit teachers' needs in nowadays (see Appendix IV). As shown in Appendix V, "Blooming Smarts Activity Matrix" enables teachers to use both Bloom's and Gardner's models simultaneously. Heacox (2002) states, "When you do so, you develop particularly strong and well-differentiated activities" (p. 77).

There is another way to develop "tiered activities" which teachers can ensure students with different leaning needs work with the same essential ideas and use the same key skills presented by Tomlinson (1999). Moreover, she points out teachers can maximize the likelihood that each student comes away with pivotal skills and each student is appropriately challenged by keeping the focus of the activity the same, but providing routes of access at varying degrees of difficulty. According to Tomlinson (1999), there are six steps to develop a tiered activity (See Appendix III).

In order to keep all the students engaged in the meaningful works, a flexible instructional grouping strategy should be contextualized to address the success of differentiated instruction. However, there are some points that teachers should be aware of while tailoring instructions to meet the different challenging levels to flexible groups or individuals in tiered activities.

- Allow meaningful small-groups, working pairs or individuals work to flow naturally out of whole-class instruction. Provide indirect teachers support to advanced learners in reading and responding to the text independently, so that teachers can work more directly with those students in need of support. Occasionally, bring all students back together to collectively respond to the text (Ford, 2005).
- Be sure to label the materials and set up the rules of management before getting students start working on particular tasks. Materials should be organized and labeled properly for students to easily get access. Furthermore, it is better for teachers to prethink management strategies than to have things go “off the rails” and thus waste valuable learning time. Sometimes, students complete their work before the time is finished. Therefore, teachers should prepare “sponge activities” for students to extend their learning, such as reflection, journal or another form of student self-assessment (Gregory & Chapman, 2007).
- Provide direction both orally and visually. Meanwhile, keep written directions available (on work-cards, a flip chart, or the board, or by other means) for students to refer back to. Moreover, audiotape directions can work effectively as well. Parent volunteers could be very helpful if the script is ready. On the other hand, “checklists of procedure and quality criteria” guide the work of students with each component of a project or activity and encourage student self-evaluation (Heacox, 2002).
- “Portfolios are motivating because of a heavy emphasis on student’s choice. The

collections of student's work are excellent for helping children set appropriate learning goals and evaluate their growth. They also provide an ongoing channel of assessment, which helps teachers see students as individuals. All of this is invisible in a differentiated classroom" (Tomlinson, 1999, p. 93).

How can differentiated instruction through flexible grouping be used in EFL classrooms?

According to the *National Foreign Language Communities Standards (1999)*, students are expected to use the target language within and outside of the school setting for personal enjoyment and enrichment. There are five main goals set up in the *National Standards in Foreign Language Education Project (1996)* which are "communication," "cultures," "connection," "comparisons," and "communities" for EFL students to reach and succeed in. Thus, "meeting the standards of the communication goal is essential to the accomplishment of the other four goals. Through communication, learners develop an understanding of the cultures for which the target language is the common code. They make connections to other knowledge and engage in analytic comparisons which can help to develop the insight and perspective into their own and others' languages and cultures.

In addition, the NADSFL (National Association of District Supervisors of Foreign Languages) has identified the following characteristics of effective foreign language instruction. They provide a basis for common understanding and communication among evaluators, observers, and practitioners in classrooms where foreign and second languages are taught. Moreover, these characteristics reflect the *National Standards for Foreign Language Learning (1999)* and focus on the five goal areas of "communication," "connections," "comparisons," "cultures," and "communities." These characteristics reflect also the importance of language learning strategies, diverse learning styles, the use of authentic cultural documents, and the use of technology as an instructional tool. To sum up, these characteristics support the *National Standards for Foreign Language Learning* with more details, state

frameworks, and local curriculum guides in the United States. The characteristics also offer significant directions for using differentiated instruction in EFL classroom effectively and can be categorized into three aspects as follows:

- Before starting a lesson, the teacher needs to make sure that the highly-set up expectations, the well-designed assessments and the organized instructional processes engage and motivate all learners. Moreover, in the teacher's instructional planning, diverse learning styles of all students are to be considered. However, authentic target language resources are included in a variety of print and non-print materials provided by the teacher and hopefully self-discovered by the students.
- During the lesson, the teacher and students should communicate purposefully in the target language as listeners, speakers, readers, writers, and viewers. Meanwhile, student activity should be more than teacher activity in most lessons, that is to say, student to student interactions as well as teacher to student interactions. Students should work independently, in pairs, or in groups. When error correction is appropriate, students should be given opportunities, including wait-time, to self-correct. Teacher's correction to student's errors is often done through follow-up reviews and reteaching strategies. In addition, "all levels of thinking skills" should be guided to all students, e.g., they repeat, recognize, and recall as well as apply, create, and predict. Finally, "Technology," that is appropriate and available, should be used by students and teachers to facilitate learning and teaching processes.
- "Assessments are ongoing." Students are assessed formally and informally on how well they are able to meet the objectives of the lesson. Moreover, continuous self-assessments and the usages of language specific learning strategies by students are encouraged to assess their own progress.

(Retrieved from <http://www.nadsfl.org/characteristics.htm>, 1999).

In order to meet the foreign language standards, MELL (Missouri Migrant

Education & English Language Learning Institute) sets up differentiated lesson structures for ELLs (English Language Learners) in a K-6 mainstream classroom with students of varying languages and languages proficiencies. As shown in Appendix VI, the MELL instructional specialists suggest differentiating instructional time and ratios for each grade level as well as for English proficiency levels. They help teachers to form differentiated lessons for ELLs with various English proficiency levels. With the understanding of students' prior knowledge and abilities, teachers can apply instructional and grouping strategies and different ranges of reading texts in managing curriculum for the success of ELLs.

On the other hand, creating literacy centers in EFL classroom is an effective way to differentiate instruction for ELLs. Literacy centers reflect the needs, interests, abilities, and readiness of students in terms of their language command (i.e., beginning, intermediate, and advanced), as well as linguistic abilities (i.e., reading, writing, oral, and content areas). For example, teachers can set up a variety of literacy centers which provide students with opportunities to work and learn independently, such as book center, word work center, spelling center, listening center, computer center, art center, and writing center. The activities which take place in the literacy corner can be determined by teachers or selected by students. Consequently, the literacy centers invite students to practice reading and writing and inspire them to explore and learn through self-discovery (Tyner, 2005).

In conclusion, "the world outside the classroom offers more opportunities than even the most magical classroom. It makes sense to open up a differentiated classroom to that larger world...The world is a classroom replete with resources and mentors" (Tomlinson, 1999, p. 106). A passionate EFL teacher who links ELLs with those wide options related to the authentic situations in life brings the global world into the classroom.

Conclusion

For most individuals, the left-right hemisphere is critically involved in most normal language functions. “Approximately 10% of normal right-handed individuals have a different pattern of lateralization...However, their right hemisphere or both hemispheres play a critical role in language” (Banich, 1997, pp. 306-312). Males and females have somewhat different patterns of lateralization. In the domain of reading, there are very large individual differences in the areas of the brain that underlie their difficulties (Bigler, 1992). Based on these findings from brain-based research for language and learning, differentiated instruction is considered as the most natural flow for teachers to develop their instruction to meet the needs of individual differences in the hardwiring of the brains.

By implication, I have discovered that differentiated instruction is recognized as a compilation of many theories and practices. For teachers, differentiated instruction is not only an instructional model to apply in general classroom settings but also it can be our personal teaching philosophy perhaps to influence both the whole lives of teacher and student. I also believe that differentiated instruction is a challenge for teachers to start thinking in small steps by realizing a plan and make it flexible. From my professional point of view, teachers who feel a need to take this challenge should start working together with colleagues so as to develop explicit and systematic instruction for students with diverse learning abilities and then helping each other solve the problems as peer coaches.

Obviously, differentiated instruction through flexible grouping is promising in EFL classrooms in Taiwan. In the short-term plan, passionate and experienced EFL teachers who are skilled at making judgments about choosing instructions at different points for individual students can be the enriched resources to help other EFL teachers to move theory into practice. Teachers can share their experiences and visions from teacher to teacher, from schools to schools or from building meeting to

district-wide conferences. On the other hand, they can also transfer ideas and alternative lesson structures from individual websites to collective websites. In the long-term plan, the supportive and effective administrators who see the benefits of new initiatives and novel strategies serve as the scaffold, thus playing active roles to help EFL teachers with short preparation, and scheduling frameworks. In this way, EFL teachers will be provided more free time to process their efforts. To sum up, I firmly adhere that more experts and educators be hired to create unified approaches that reach an individual potential zone of development by virtue of designing instructional environments that show demonstrable gains in the EFL ambience.

Consequently, “Actions speak louder than words” is the adage so the verbal agency. Most importantly, “to do” should be the action that EFL teachers take.

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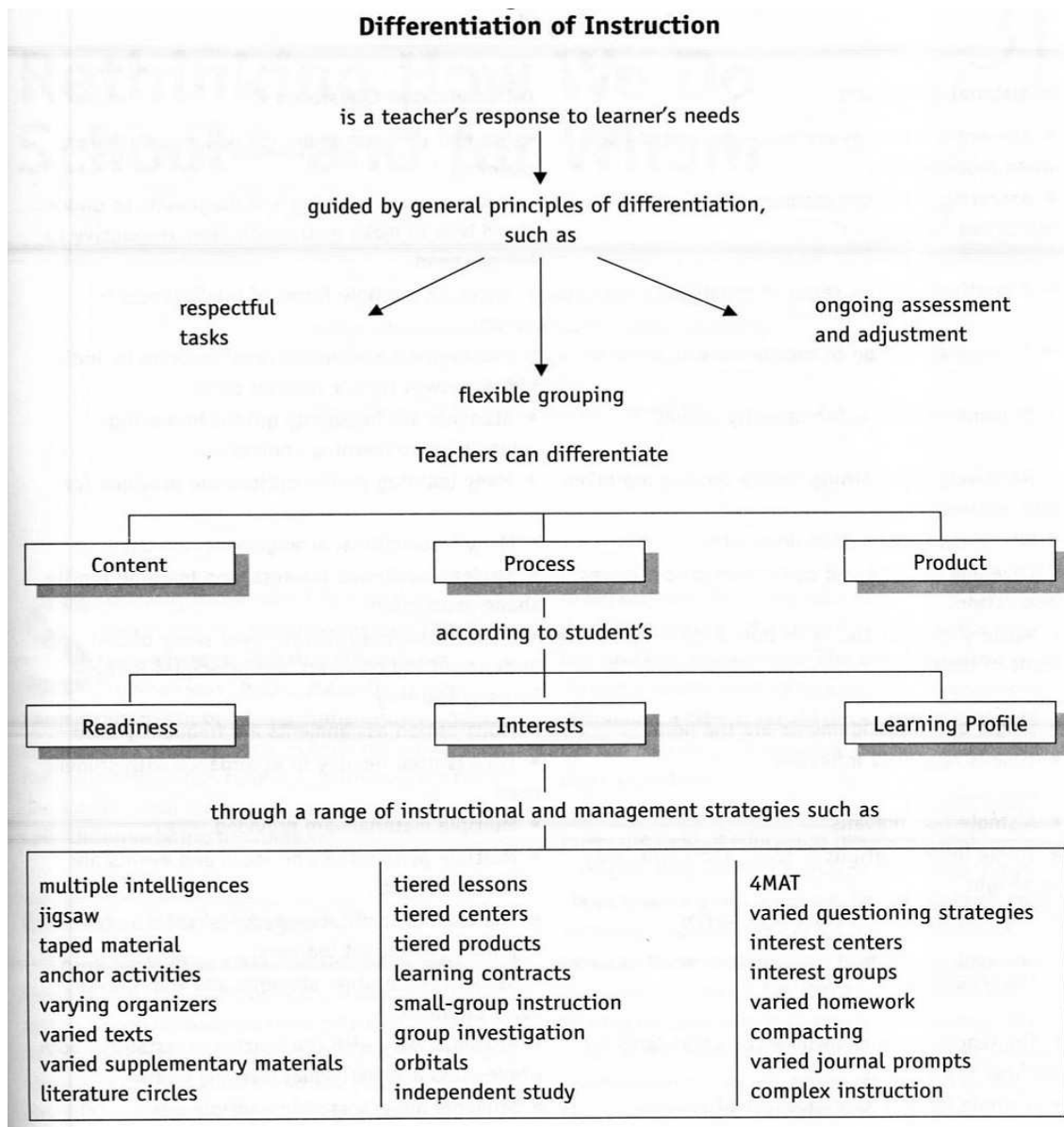
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Appendix I

Organizer for Thinking about Differentiation Instruction



Adapted from Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners* (p. 15). Alexandria, VA: ASCD.

Appendix II

Common Grouping Arrangements

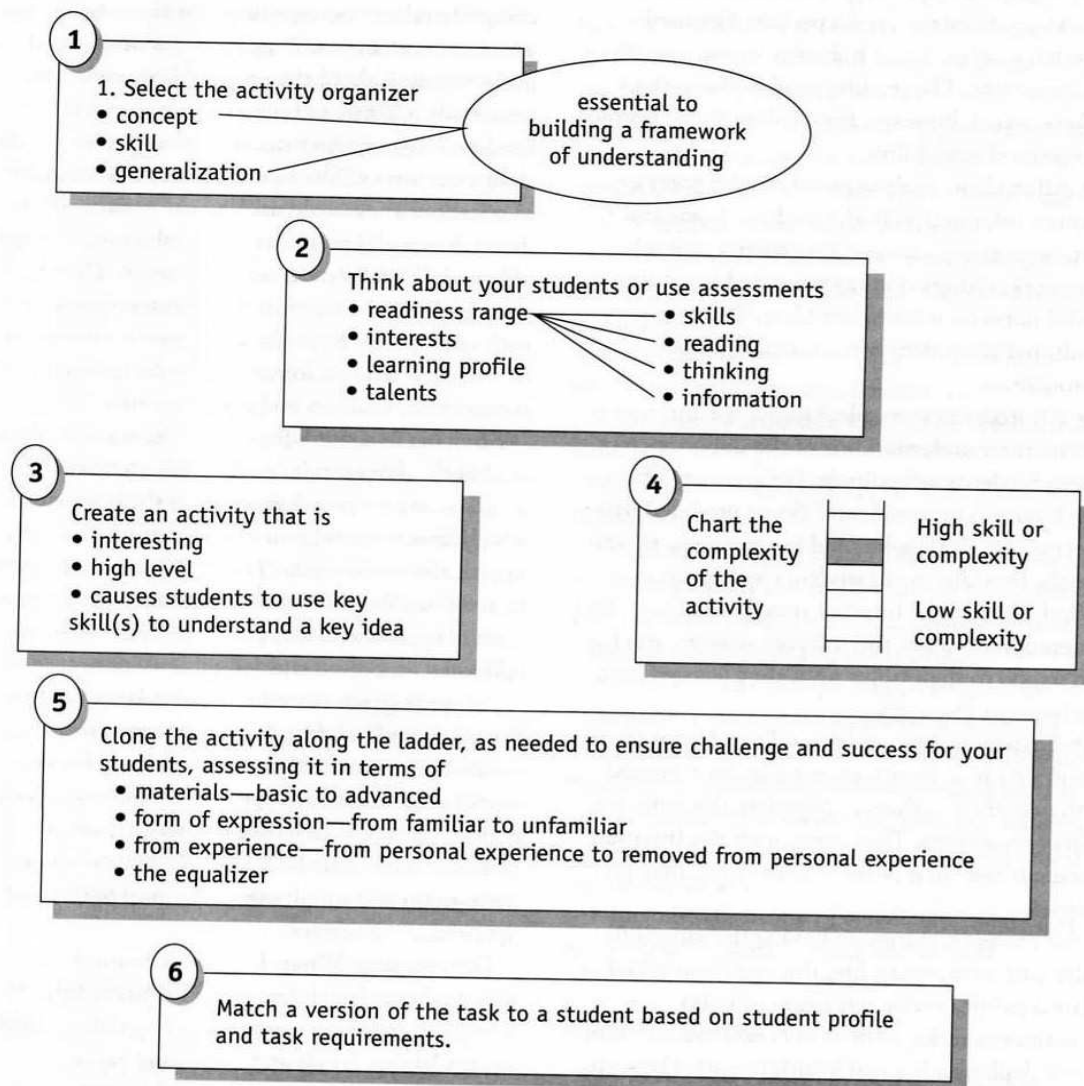
Flexible Groups	Ability/Aptitude Groups	Cooperative Groups
Determined by teacher perceptions or evidence of learning needs.	Determined largely by scores on standardized tests of intelligence or aptitude.	Determined by the teacher or student choice.
Based on specific learning needs, strengths, or preferences.	Based on general performance or achievement.	Usually random as to student ability or learning preferences.
Fluid group membership.	Rigid group membership.	Fluid group membership.
Groups work on different activities based on needs, strengths, or preferences.	Groups all tend to work on the same or similar activities.	Each group works on the same task or on one facet of the same task.
Students are grouped and regrouped as appropriate for particular activities.	Students may or may not be regrouped within the classroom based on instructional needs.	Students may be purposely mixed as to learning needs and academic strengths to provide peer instruction or leadership within groups.
Occurs as needed.	Occurs daily.	Occurs when a task seems appropriate.
Grouping based on individual students' skill proficiency, content mastery, learning preferences or interests.	Grouping based on perceptions about innate ability.	Grouping for the purpose of developing collaborative skills.

Adapted from Heacox, D. (2002). *Differentiating instruction in the regular classroom: How to reach and teach all learners, grade 3-12* (p. 87). Minneapolis, MN: Free Spirit.

Appendix III

Developing a Tiered Activity

Figure 8.4
Developing a Tiered Activity



Adapted from Tomlinson, C. A. (1999). *The differentiated classroom: Responding to the needs of all learners* (p. 78). Alexandria, VA: ASCD.

Appendix IV

Bloom' s Revised Taxonomy Planning Framework

		Actions	Products	Learning Activities
Higher-order thinking	<u>Creating</u> (Putting together ideas or elements to develop an original idea or engage in creative thinking).	Designing Constructing Planning Producing Inventing Devising Making	Film Story Project Plan New game Song Media product Advertisement Painting	
	<u>Evaluating</u> (Judging the value of ideas, materials and methods by developing and applying standards and criteria).	Checking Hypothesising Critiquing Experimenting Judging Testing Detecting Monitoring	Debate Panel Report Evaluation Investigation Verdict Conclusion Persuasive speech	
	<u>Analysing</u> (Breaking information down into its component elements).	Comparing Organising Deconstructing Attributing Outlining Structuring Integrating	Survey Database Mobile Abstract Report Graph Spreadsheet Checklist Chart Outline	
Lower-order thinking	<u>Applying</u> (Using strategies, concepts, principles and theories in new situations).	Implementing Carrying out Using Executing	Illustration Simulation Sculpture Demonstration Presentation Interview Performance Diary Journal	
	<u>Understanding</u> (Understanding of given information).	Interpreting Exemplifying Summarising Inferring Paraphrasing Classifying Comparing Explaining	Recitation Summary Collection Explanation Show and tell Example Quiz List Label Outline	
	<u>Remembering</u> (Recall or recognition of specific information).	Recognising Listing Describing Identifying Retrieving Naming Locating Finding	Quiz Definition Fact Worksheet Test Label List Workbook Reproduction	

Adapted from Kurwongbah State School: Whole school thinking skills program.

(2006) [WWW document] URL

<http://www.kurwongbss.qld.edu.au/thinking/Bloom/blooms.htm>

Appendix V

CHRISTMAS: “Blooming Smarts” Activity Matrix

	Verbal	Logical	Visual	Bodily	Musical	Interpersonal	Intrapersonal
Remembering	List 10 Christmas activities. Find 25 Christmas words and put them into alphabetical order.	Record the information from your survey (see Group Smart activity) on a spreadsheet. Spreadsheet	Make a calendar for 2003 as a gift. Use drawing tools. Photo Deluxe.	List the foods that you and your family usually eat at Christmas. Database.	Read poems and learn songs with Christmas themes. Internet.	Survey the class and record the 5 most popular toys that they would like as gifts.	Make a list of the 10 things that you would like most for Christmas. Word processing.
Understanding	Read <i>The Aust. 12 days of Christmas</i> by Michael Salmon. Answer relevant questions.	On the 12th day of Christmas how many presents did they receive altogether? Calculate the answer.	Design a new outfit for Santa to wear in hot weather. Use a drawing program. Kid Pix	Use your reindeer puppets in a play with a friend. Mime and role play a Christmas party.	Name all of Santa's reindeer's from "The Night Before Christmas." Sing. Encarta.	Compare the answers you receive (see above) with someone else.	Retell the story of Rudolph the red-nosed reindeer. Use Inspiration to make a flow chart of the major events.

	Verbal	Logical	Visual	Bodily	Musical	Interpersonal	Intrapersonal
Applying	Write a procedure for how to decorate a Christmas tree. Microsoft Word	Prepare a flow chart to explain Christmas traditions. Inspiration	Construct a model. Design and build a sleigh using LegoDacta .	Make a puppet of a reindeer. Use digital camera .	Perform Christmas carols at end of year celebrations.	List the ideal presents for the members of your family.	Make a slideshow about why I like Christmas. Kid Pix Studio.
Annalysing	Rank your most favourite to least favourite Christmas activity. Microsoft Word	Use the spreadsheet to make a picture or block graph using Kid Pix stamps.	Design and make a Christmas card and front page using Kid Pix . Make a Christmas jigsaw.	Plan a Christmas Party. What do you need to organize to make it a success?	Add sound effects to your Kid Pix Christmas slide show.	Write an advertisement or poster to promote Carols by Candlelight.	What is your favourite Christmas tradition. Why? Internet.
Evaluating	Debate- <i>Christmas is just a reason for shops to sell more goods.</i>	Interpret your survey results (from above). Write about it.	Evaluate Christmas using a concept map.	Celebrate the class party. List ideas to improve it next year.	Sing and record your carol. Ask people for their impressions of it.	What are the differences between poor and wealthy Christmas.	<i>How would you feel if everyone forgot you on Christmas day?</i> Write a journal entry.

	Verbal	Logical	Visual	Bodily	Musical	Interpersonal	Intrapersonal
Creating	Design a poster advertising Christmas to your classmates- list the benefits and develop a slogan.	Design and build a replacement for the reindeers which are on holidays.	Design and make a 3D Christmas tree and decoration that can hang up.	Predict what Christmas will be like in the future. Discuss	Compose a Christmas carol and present it by using instruments you have made from classroom items.	Invent a machine to wrap Christmas presents instantly	Write a letter to Santa. Email. Imagine if there were no presents. Create a web using Inspiration.

Adapted from a unit plan located at

<http://www.bayswaterps.vic.edu.au/curriculum/l2christmi.html>

Appendix VI

Suggested Instructional Time and Ratio for Missouri ESL Programs

The student/teacher ratios per grade level and English proficiency level and their corresponding instructional minutes are suggested by the Missouri Migrant Education and English Language Learning (MELL) program instructional specialists. It is not mandated by federal or state regulation.

Instructional time

Elementary (grades K-1)

- **Newcomers and Basic Beginner:** Minimum 150 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 75 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1
- **High Intermediate and Advanced:** 45 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1

Elementary (grades 2-3)

- **Newcomers and Basic Beginner:** Minimum 300 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 150 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1
- **High Intermediate and Advanced:** 90 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1

Intermediate and middle grades (grades 4-8)

- **Newcomers and Basic Beginner:** Minimum 600 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 420 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1
- **High Intermediate and Advanced:** 300 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1

High School (grades 9-12)

- **Newcomers and Basic Beginner:** Minimum 600 minutes a week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 10-1.
- **Beginner and Low:** Minimum of 600 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 15-1.
- **High Intermediate and Advanced:** 300 minutes per week with an ESL-endorsed teacher. Student-teacher ratio not to exceed 22-1.

Adapted from Missouri Migrant Education and English Language Learning. (2006, August). *Suggested instructional time and ratios for Missouri ESL programs*. [WWW document] URL <http://www.mo-mell.org/>

透過彈性分組進行英語為外語的差異教學

劉沂芳^{*}

摘 要

本文總括呈現在英語為外語學習的教室情境中，透過彈性分組的差異性教學，以及英語作為外語的教師在差異性教學教室中所扮演的角色。本文中方法論的問題以及透過文獻探討的回答，能使英語為外語的教師體認到彈性分組的教學法是如何有效的在教室內運作。更值得注意的是，教師們應從更切確了解學生的興趣、學習方式、學習能力及天分開始進行差異性教學。此外，本文建議使用 Bloom 的認知分類法以及 Gardner 的多元智慧學習法為課程架構設計階梯式教學活動。附錄亦提供了清楚的圖解作為實際著手在課程中進行差異性教學的進一步認識。最後，有意想抓住機會並接受挑戰以激勵自我的英語教師將會增進英語為外語學習者具有之不同英語精熟能力成功的可能性。

關鍵詞：差異性教學、彈性分組、英語作為外語、英語為外語學習者

^{*} 臺東縣政府教育處調用人員；美國康乃狄克州橋港大學研究生